

Description, Rationale, Instructional Moves, and References for the Nonfiction Read-aloud

Description

A nonfiction Read-aloud is simply reading aloud to your students. Read-alouds of informative, expository prose can be very brief, sharing as little as a sentence and illustration, or a single paragraph. When you are looking for good models to share and discuss with your students, look for: a) passages that address concepts that fit into curriculum content across disciplines; and b) passages that are well-written, especially in terms of how the author(s) announced and supported his/her major points. One of the major instructional purposes of the nonfiction Read-aloud is to provide an opportunity for students to learn science, social studies, mathematics, and other curriculum concepts. Our long-term goal, however, is for students to use similar text as learners and independent readers.

Emily Calhoun, Revised 2001.

Rationale

- Encourages reading, models fluent reading, and is a way to share reader responses (Morrow and Weinstein, 1986; Neuman, 1986; and Pitts, 1986)
- Provides students experience with the rhythms of the English language
- Models enjoyment and/or learning from print
- Seeks to engage students with text
- Beneficial for low achievers (Bridge 1989; Winograd and Bridge, 1995)
- Works to increase students' comprehension and vocabulary test scores (Cochran-Smith, 1988)
- Read-alouds by teachers serve as a form of "recommendation" of a book or selection which frequently leads to increased reading (Greaney and Hegarty, 1987; Wendelin and Zinck, 1983)

Emily Calhoun, 1997.

Instructional Moves

1. Introduction

Make connections to curriculum concepts or earlier lessons.

2. Activate students' listening comprehension

This should be related to curriculum concepts.

3. Read passage**

4. Elicit responses from students



5. Conduct a student application activity on content

** Identifies the essential attributes of a Read-aloud

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